Smart Skies			
2005 Mathematics			
Content and Achievement Standards			
North Dakota Mathematics			
Grade 5			
Activity/Lesson	**State**	**Standards**	
Fly by Math	ND	MA.5.5.2.5	Determine the characteristics of, and the relationships among, points, lines, line segments, rays, and planes
Fly by Math	ND	MA.5.5.3.6	Make predictions and draw conclusions based on data collected from a sample group
Fly by Math	ND	MA.5.5.4.2	Measure and apply elapsed time; i.e., time zones, schedules, and calendars
Line Up with Math	ND	MA.5.5.2.5	Determine the characteristics of, and the relationships among, points, lines, line segments, rays, and planes
Line Up with Math	ND	MA.5.5.4.2	Measure and apply elapsed time; i.e., time zones, schedules, and calendars
Smart Skies			
2005 Mathematics			
Content and Achievement Standards			
North Dakota Mathematics			
Grade 6			
Activity/Lesson	**State**	**Standards**	
Fly by Math	ND	MA.6.6.3.1	Collect and organize data, select and use an appropriate display; i.e., a frequency table, a line and bar graph
Line Up with Math	ND	MA.6.6.5.4	Recognize examples of change over time; e.g., growth of a sixth grader from September to May
Smart Skies			
2005 Mathematics			
Content and Achievement Standards			
North Dakota Mathematics			
Grade 7			
Activity/Lesson	**State**	**Standards**	
Fly by Math	ND	MA.7.7.3.1	Formulate a question; collect, organize, and display data using a bar, line, and circle graph
Line Up with Math	ND	MA.7.7.5.6	Graph change over time; e.g., growth, distance, population
Smart Skies			
2005 Mathematics			
Content and Achievement Standards			
North Dakota Mathematics			
Grade 8			
Activity/Lesson	**State**	**Standards**	
Fly by Math	ND	MA.8.8.3.2	Collect, organize, and display data using scatter and stem-and-leaf plot

Fly by Math	ND	MA.8.8.5.6	Solve problems involving rates; i.e., speed equals distance divided by time (miles per hour)
Line Up with Math	ND	MA.8.8.5.6	Solve problems involving rates; i.e., speed equals distance divided by time (miles per hour)
Smart Skies			
2005 Mathematics			
Content and Achievement Standards			
North Dakota Mathematics			
Grades 9-10			
Activity/Lesson	**State**	**Standards**	
Fly by Math	ND	MA.9-10.9-10.2.6	Use distance, midpoint, and slope to determine relationships between points, lines, and plane figures in the Cartesian coordinate system; e.g., determine whether a triangle is scalene, isosceles, or equilateral given the coordinates of its vertices
Fly by Math	ND	MA.9-10.9-10.3.1	Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
Fly by Math	ND	MA.9-10.9-10.3.2	Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data
Fly by Math	ND	MA.9-10.9-10.5.7	Use algebraic expressions, equations, or inequalities involving one or two variables to represent relationships (e.g., given a verbal statement, write an equivalent algebraic expression or equation) found in various contexts (e.g., time and distance problems, mixture problems)
Fly by Math	ND	MA.9-10.9-10.5.13	Interpret a graphical representation of a real-world situation
Line Up with Math	ND	MA.9-10.9-10.1.6	Analyze the effects of multiplication, division, raising to a power, and extracting a root on the magnitudes of quantities; e.g., when will the square root of a number be greater than the number itself, or what will happen to the magnitude of a number when you multiply it by a negative number?
Line Up with Math	ND	MA.9-10.9-10.2.5	Use Cartesian coordinates to determine distance, midpoint, and slope
Line Up with Math	ND	MA.9-10.9-10.2.6	Use distance, midpoint, and slope to determine relationships between points, lines, and plane figures in the Cartesian coordinate system; e.g., determine whether a triangle is scalene, isosceles, or equilateral given the coordinates of its vertices

Line Up with Math	ND	MA.9-10.9-10.4.2	Describe the effects of scalar change on the area and volume of a figure; e.g., the effect of doubling one or more edges of a solid on its surface area and volume
Line Up with Math	ND	MA.9-10.9-10.4.6	Employ estimation techniques to evaluate reasonableness of results in measurement situations
Line Up with Math	ND	MA.9-10.9-10.5.7	Use algebraic expressions, equations, or inequalities involving one or two variables to represent relationships (e.g., given a verbal statement, write an equivalent algebraic expression or equation) found in various contexts (e.g., time and distance problems, mixture problems)